

Ricardo Sanmartín

List of Publications by Year in descending order

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Version: 2024-02-01

62
papers

687
citations

686830

13
h-index

752256

20
g-index

66
all docs

66
docs citations

66
times ranked

350
citing authors

#	ARTICLE	IF	CITATIONS
1	Functional profiles of school refusal behavior and their relationship with depression, anxiety, and stress. <i>Psychiatry Research</i> , 2018, 269, 140-144.	1.7	51
2	School Refusal Assessment Scale-Revised: Factorial Invariance and Latent Means Differences across Gender and Age in Spanish Children. <i>Frontiers in Psychology</i> , 2016, 7, 2011.	1.1	48
3	Identifying Risk Profiles of School Refusal Behavior: Differences in Social Anxiety and Family Functioning Among Spanish Adolescents. <i>International Journal of Environmental Research and Public Health</i> , 2019, 16, 3731.	1.2	33
4	Relationship between school refusal behavior and social functioning: a cluster analysis approach. <i>European Journal of Education and Psychology</i> , 2019, 12, 17.	1.5	28
5	Perfectionism and aggression: Identifying risk profiles in children. <i>Personality and Individual Differences</i> , 2017, 112, 106-112.	1.6	27
6	Positive and Negative Affect Schedule-Short Form: Factorial Invariance and Optimistic and Pessimistic Affective Profiles in Spanish Children. <i>Frontiers in Psychology</i> , 2018, 9, 392.	1.1	27
7	Impact of Affective Profiles on School Refusal in a Spanish Sample of Primary Education. <i>Journal of Child and Family Studies</i> , 2018, 27, 1349-1357.	0.7	26
8	Validation of the Visual Analogue Scale for Anxiety-Revised and school refusal across anxiety profiles. <i>International Journal of Clinical and Health Psychology</i> , 2018, 18, 264-272.	2.7	23
9	Profiles of Perfectionism and School Anxiety: A Review of the 2 × 2 Model of Dispositional Perfectionism in Child Population. <i>Frontiers in Psychology</i> , 2016, 7, 1403.	1.1	22
10	School Refusal Assessment Scale—Revised Chilean Version: Factorial Invariance and Latent Means Differences Across Gender and Age. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 835-843.	0.9	19
11	Efficacy of Sex Education Programs for People with Intellectual Disabilities: A Meta-Analysis. <i>Sexuality and Disability</i> , 2018, 36, 331-347.	0.4	17
12	Positive and negative affect as predictors of social functioning in Spanish children. <i>PLoS ONE</i> , 2018, 13, e0201698.	1.1	16
13	Factorial Invariance, Latent Mean Differences of the Panas and Affective Profiles and Its Relation to Social Anxiety in Ecuadorian Sample. <i>Sustainability</i> , 2020, 12, 2976.	1.6	16
14	A cluster analysis of school refusal behavior: Identification of profiles and risk for school anxiety. <i>International Journal of Educational Research</i> , 2018, 90, 43-49.	1.2	14
15	Profiles derived from the School Refusal Assessment Scale-Revised and its relationship to anxiety. <i>Educational Psychology</i> , 2020, 40, 767-780.	1.2	14
16	School refusal behavior: Latent class analysis approach and its relationship with psychopathological symptoms. <i>Current Psychology</i> , 2022, 41, 2078-2088.	1.7	14
17	Academic self-attributions for success and failure in mathematics and school refusal. <i>Psychology in the Schools</i> , 2018, 55, 366-376.	1.1	13
18	Aggression Profiles in the Spanish Child Population: Differences in Perfectionism, School Refusal and Affect. <i>Frontiers in Behavioral Neuroscience</i> , 2018, 12, 12.	1.0	13

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19	Cyberbullying, Self-concept and Academic Goals in Childhood. Spanish Journal of Psychology, 2019, 22, E46.	1.1	12
20	Subtyping of Adolescents with School Refusal Behavior: Exploring Differences Across Profiles in Self-Concept. International Journal of Environmental Research and Public Health, 2019, 16, 4780.	1.2	12
21	Testing the Functional Profiles of School Refusal Behavior and Clarifying Their Relationship With School Anxiety. Frontiers in Public Health, 2020, 8, 598915.	1.3	11
22	School anxiety profiles in Spanish adolescents and their differences in psychopathological symptoms. PLoS ONE, 2022, 17, e0262280.	1.1	11
23	Identifying Profiles of Anxiety in Late Childhood and Exploring Their Relationship with School-Based Distress. International Journal of Environmental Research and Public Health, 2021, 18, 948.	1.2	10
24	Testing carer skill training programs in Spanish carers of patients with eating disorders. Psicothema, 2018, 30, 295-303.	0.7	10
25	Influencia del rechazo escolar sobre la alta ansiedad ante el castigo escolar en educación primaria. European Journal of Education and Psychology, 2017, 10, 68-74.	1.5	9
26	Factor Invariance of the Trait Meta-Mood Scale ²⁴ in a Sample of Chilean Adolescents. Journal of Personality Assessment, 2020, 102, 231-237.	1.3	9
27	Testing factorial invariance and latent means differences of the school refusal assessment scale-revised in Ecuadorian adolescents. Current Psychology, 2020, 39, 1715-1724.	1.7	9
28	Attributional Style in Mathematics across Anxiety Profiles in Spanish Children. Sustainability, 2020, 12, 1173.	1.6	9
29	El afecto positivo como factor protector del comportamiento de rechazo a la escuela. Estudios Pedagógicos, 2018, 44, 89-99.	0.1	9
30	Perfectionism Profiles and Motivation to Exercise Based on Self-Determination Theory. International Journal of Environmental Research and Public Health, 2020, 17, 3206.	1.2	8
31	Assessing school attendance problems: A critical systematic review of questionnaires. International Journal of Educational Research, 2021, 105, 101702.	1.2	8
32	School Refusal Behaviour Profiles and Academic Self-Attributions in Language and Literature. Sustainability, 2021, 13, 7512.	1.6	8
33	Validation of Spanish version of the Perfectionism Cognitions Inventory: Profiles of automatic perfectionism thoughts and their associations with social anxiety.. Professional Psychology: Research and Practice, 2020, 51, 268-277.	0.6	8
34	Perfectionism and school anxiety: More evidence about the 2-factor model of perfectionism in an Ecuadorian population. School Psychology International, 2019, 40, 474-492.	1.1	7
35	Child and Adolescent Social Adaptive Functioning Scale: Factorial Invariance, Latent Mean Differences, and Its Impact on School Refusal Behavior in Spanish Children. Frontiers in Psychology, 2019, 10, 1894.	1.1	7
36	Spanish Validation of the Child and Adolescent Perfectionism Scale: Factorial Invariance and Latent Means Differences across Sex and Age. Brain Sciences, 2019, 9, 310.	1.1	6

#	ARTICLE	IF	CITATIONS
37	Clarifying the two facets of Self-Oriented Perfectionism: influences on affect and the Big Five traits of personality in children. <i>Anales De Psicología</i> , 2019, 35, 280-289.	0.3	6
38	The School Climate and Academic Mindset Inventory (SCAMI): Confirmatory Factor Analysis and Invariance Across Demographic Groups. <i>Frontiers in Psychology</i> , 2020, 11, 2061.	1.1	6
39	School Refusal Behavior Profiles, Optimism/Pessimism, and Personality Traits in Spanish Children. <i>Education Sciences</i> , 2021, 11, 524.	1.4	6
40	Profiles of emotional intelligence and demotivation to attend school in Chilean adolescents. <i>Motivation and Emotion</i> , 2018, 42, 947-959.	0.8	5
41	Relationship between Emotional Intelligence, Generativity and Self-Efficacy in Secondary School Teachers. <i>Sustainability</i> , 2020, 12, 3950.	1.6	5
42	Testing the 2-factor model of perfectionism in Ecuadorian adolescent population. <i>Journal of Health Psychology</i> , 2020, 25, 791-797.	1.3	5
43	Perfeccionismo socialmente prescrito y los cinco grandes rasgos de la personalidad en niños españoles. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2016, 6, 107.	1.1	5
44	Latent Profiles of Anxious Children and Their Differences in Aggressive Behavior. <i>Sustainability</i> , 2020, 12, 6199.	1.6	4
45	Dispositional Empathy and Emotional Intelligence in terms of Perfectionistic Automatic Thoughts. <i>Spanish Journal of Psychology</i> , 2021, 24, e10.	1.1	4
46	Affective Profiles and Anxiety or Non-Anxiety-Related Reasons for School Refusal Behavior: Latent Profile Analysis in Spanish Adolescents. <i>Frontiers in Psychology</i> , 2021, 12, 666218.	1.1	4
47	Classifying Students With School Refusal Behavior and Their Relationship to Learning Strategies. <i>Frontiers in Education</i> , 2021, 6, .	1.2	4
48	Academic Goal Profiles and Learning Strategies in Adolescence. <i>Frontiers in Psychology</i> , 2018, 9, 1892.	1.1	3
49	Self-criticism, Strivings and Aggressive Behavior in Spanish Children: The Two Sides of Self-Oriented Perfectionism. <i>Spanish Journal of Psychology</i> , 2019, 22, E29.	1.1	3
50	Perfectionism Profiles and Academic Causal Self-attributions in Spanish Primary Education Students. <i>Revista De Psicodidáctica (English Ed)</i> , 2019, 24, 103-110.	0.5	3
51	Psychometric Properties of the Perfectionism Cognitions Inventory in Ecuador. <i>International Journal of Environmental Research and Public Health</i> , 2020, 17, 5834.	1.2	3
52	School Refusal Behavior and Aggression in Spanish Adolescents. <i>Frontiers in Psychology</i> , 2021, 12, 669438.	1.1	3
53	Exploring different types of school refusers through latent profile analysis and school-related stress associations. <i>Science Progress</i> , 2021, 104, 003685042110294.	1.0	3
54	Validation, factorial invariance, and latent mean differences across sex of the Depression, Anxiety, and Stress Scales (DASS-21) in Ecuadorian university sample.. <i>Professional Psychology: Research and Practice</i> , 2022, 53, 398-406.	0.6	3

#	ARTICLE	IF	CITATIONS
55	Youth Life Orientation Test-Spanish Version: Factorial Invariance, Latent Mean Differences and Effects on School Refusal. <i>School Mental Health</i> , 2018, 10, 477-487.	1.1	2
56	Psychometric properties of the child and adolescent perfectionism scale in ecuadorian adolescents. <i>Journal of Affective Disorders</i> , 2020, 272, 176-182.	2.0	2
57	Perfeccionismo socialmente prescrito y afectividad en población infantil española. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2017, 7, 17.	1.1	2
58	Child Anxiety Profiles in Chilean Elementary School Students and Academic Self-Attributions in Mathematics. <i>SAGE Open</i> , 2021, 11, 215824402110613.	0.8	2
59	Perfectionism, Motives, and Barriers to Exercise from a Person-Oriented Approach. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 8125.	1.2	1
60	Estilos atribucionales en estudiantes españoles de Educación Secundaria Obligatoria con alta ansiedad social autoinformada. <i>Revista Latinoamericana De Psicología</i> , 2018, 50, .	0.2	1
61	Profiles of Perfectionistic Automatic Thoughts and Aggression. <i>Psychological Reports</i> , 2023, 126, 1871-1890.	0.9	0
62	Development and primary validation of the School Health Assessment Tool for Primary Schools (SHAT-PS). <i>PeerJ</i> , 2021, 9, e12610.	0.9	0